



2012, 18(2-3), 119-129

BURNOUT AND WORK ENGAGEMENT IN TEACHERS: ARE SEX AND LEVEL TAUGHT IMPORTANT?

Lourdes Rey*, Natalio Extremera*, y Mario Pena**

* University of Málaga

** National University of Distance Education

Abstract: Although there is substantial research exploring the relationships between background variables (e.g., sex and level taught) and teacher burnout, the research on these dimensions and engagement is much sparser. The purpose of the present study is to explore the potential differences in levels of engagement and burnout in a large sample of teachers depending on their sex and level taught. Responses from 727 Spanish primary and secondary teachers (436 females and 291 males) were analysed. Correlation analyses showed negative and moderate associations among both constructs. In addition, although relatively small, analyses showed significant differences by sex and level taught. Female teachers showed higher scores in all three dimensions of engagement and males reported higher depersonalization. Secondary teachers also reported higher depersonalization and lower personal accomplishment, while primary teachers exhibited higher vigor, dedication and absorption. Further research on burnout and engagement in teachers should consider potential differences according to sex and teaching level.

Key words: Teachers, Burnout, Engagement, Sex Differences, Teaching Level.

Resumen: Aunque la literatura ha explorado las relaciones entre variables antecedentes (ie., sexo y nivel de impartición) y el *burnout* docente, la investigación sobre estas variables y *engagement* es inexistente. El objetivo del presente estudio es explorar las diferencias en *engagement* y *burnout* en una muestra docente en función del sexo y el nivel de impartición de la docencia. Se evaluaron 727 profesores de primaria y secundaria (436 mujeres y 291 hombres). Las correlaciones mostraron relaciones moderadas y negativas entre ambos constructos. Además, aunque relativamente pequeñas, los análisis mostraron diferencias significativas en sexo y nivel de impartición. Las mujeres mostraron mayores puntuaciones en *engagement* y los hombres mayores puntuaciones en depersonalización. Además, los profesores de secundaria informaron mayor depersonalización y menor realización personal, mientras que los de primaria exhibieron mayor vigor, dedicación y absorción. Futuras investigaciones sobre *burnout* y *engagement* docente deberían considerar posibles diferencias de género y del nivel de impartición de la enseñanza.

Palabras Clave: Profesores, *Burnout*, *Engagement*, Diferencias de sexo, Nivel de impartición.

Title: *Burnout y Engagement en el profesorado: ¿son el sexo y el nivel de impartición importantes?*

In recent decades, teacher stress and *burnout* have become serious and growing problems (Guglielmi & Tatrow, 1998; Kyriacou, 2001). In addition to acknowledging

that burnout is a function of organizational demands and coping with job resources (Maslach, Schaufeli, & Leiter, 2001), previous studies have confirmed that socio-demographic background variables are related to teacher burnout from primary to university level teachers (Byrne, 1991; Greenglass & Burke, 1988). For example, sex, age, years of experience, marital status and type of student taught, among others,

*Dirigir la correspondencia a:

Lourdes Rey

Campus de Teatinos s/n 29071.

Faculty of Psychology. University of Málaga

E-mail: lrey@uma.es

© Copyright 2012: de los Editores de *Ansiedad y Estrés*

have been associated with teacher burnout (Byrne, 1999). Specifically, previous studies on burnout in teachers have found that it was mainly sex and grade level taught, along with age, that were most significantly related to one or more of the burnout symptoms in teachers above other background variables such as marital status, years of teaching, type of community in which teaching occurred or level of education, among others (Russell, Altmaier, & Van Velzen, 1987; Schwab & Iwanicki, 1982). For that reason, in this study, two of these important variables will be explored: sex and level taught.

Research into teacher burnout according to sex has found mixed results for different subscales, with higher scores among women in most studies (Greenglass, Burke, & Ondrack, 1990; Maslach et al., 2001; Schaufeli & Enzmann, 1998), except for depersonalization. In numerous studies, depersonalization has been systematically higher for males than for females in both primary and secondary teachers (Anderson & Iwanicki, 1984; Byrne, 1991; Van Horn, Schaufeli, Greenglass, & Burke, 1997). Higher scores for depersonalization among men are usually explained by reference to masculinity (Greenglass, Burke, & Ondrack, 1990). For instance, it has been argued that men hold more instrumental attitudes and are taught that masculinity involves the suppression of emotions, whereas women are more caring, seem to disclose emotions more easily, and show stronger emotional involvement with others (Anderson & Iwanicki, 1984; Gil-Monte, Peiró, & Valcárcel, 1996). Similarly, compared to their female counterparts, male teachers have a greater tendency to develop indifference and cynicism about their work and about the people with whom they work in order to keep further distance from its exhausting demands (Gil-Monte, 2002; Ogas, Greenglass, & Burke, 1990).

Level taught has also been considered a significant background dimension related to teacher burnout (Schwab, Jackson, & Schuler, 1986). In fact, a number of accumulating evidences have found that teacher burnout is more prevalent among high school than among primary school teachers (Anderson & Iwanicki, 1984; Beer & Beer, 1992; Burke & Greenglass, 1989). More specifically, some studies have reported significantly lower levels of perceived personal accomplishment and higher levels of depersonalization for secondary school teachers than their primary and elementary school counterparts (Anderson & Iwanicki, 1984; Russell, Altmaier, & Velzen, 1987). Apart from personal characteristics (Extremera, Durán, & Rey, 2010; Raya, Moriana, & Herruzo, 2010), some researchers have pointed out that specific stressful work conditions in school (i.e., heterogeneity of classes, lack of resources and social support, imposition of measurable goal-achievement standards, etc.) and certain characteristics of high school students (i.e., more conflicting students, discipline problems, lack of motivation, apathy, low academic achievement) put secondary teachers at a higher risk of experiencing burnout than their primary counterparts (Vandenberghe & Huberman, 1999).

In recent years, work *engagement*, a related and emerging field of positive organizational psychology, has received substantial research attention in human service, and specifically in the teaching professions (Hakkanen, Bakker, & Schaufeli, 2006; Moreno-Jiménez, Corso de Zúñiga, Sanz-Vergel, Rodríguez-Muñoz, & Boada, 2010). Work engagement, considered the conceptual antithesis of burnout, is conceived as a positive work-related state of mind characterized by three dimensions: Vigor (energy and resilience, willingness to invest effort in one's job, not feeling easily fatigued, persistence), Dedication (strong involvement in one's work, sense of enthu-

siasm and significance, pride and inspiration) and Absorption (pleasant state of total immersion in one's work) (Schaufeli, Salanova, González-Romá, & Bakker, 2002). There is empirical evidence that burnout and work engagement dimensions are related but opposite constructs (Durán, Extremera, & Rey, 2004; González-Romá, Schaufeli, Bakker, & Lloret, 2006; Salanova, Bresó, & Schaufeli, 2005). Studies on specific antecedents of this construct have demonstrated that work engagement is positively associated with job characteristics that might be considered resources: social support from co-workers and superiors, performance feedback, coaching, job autonomy, task variety and training facilities (Schaufeli & Salanova, 2007) and some individual differences appear to be important predictors (Extremera, Durán, & Rey, 2005; Langelaan, Bakker, Van Doornen, & Schaufeli, 2006). However, no studies have systematically analysed the influence of background variables on work engagement and, specifically, it is unclear how particular primary variables such as sex and the level of teaching might be related to engagement in teachers. While recent research has underscored the importance of examining potential precursors of teacher burnout, to our knowledge, research has not examined the potential influence of primary variables of work engagement in educational settings. The main strengths of the current study are (a) the use of a relatively large sample of primary and secondary teachers and (b) the employment of not only a burnout measure but also a work engagement measure to analyse the associations between primary variables and work engagement not yet specifically explored in teaching professionals. Therefore, in order to address this issue, our goal in the present study is to examine the potential differences in burnout and work engagement in teachers as a function of sex and level taught.

Consistent with past findings considering burnout and engagement as opposite theoretical constructs (Schaufeli & Salanova, 2007), we expected (a) to find an inverse and moderate relationship between burnout and engagement dimensions for males and females. Thus, considering that research has suggested that secondary is potentially more stressful than primary teaching (Maslach, Jackson, & Leiter, 1997), we expected that (b) secondary school teachers would exhibit both higher scores on burnout and lower scores on engagement than their primary school counterparts. With respect to sex differences, female teachers show higher personal and emotional involvement with their students than males, tend to receive higher ratings from students on their sensitivity to and concern with class levels and progress than do their male counterparts (Feldman, 1993), and express a higher emotional commitment to students and a more intense sense of professional vocation and involvement in helping others (Oplatka, 2004). Therefore, we expected that (c) female teachers, who are more emotionally involved in caring for others, might also have higher levels of work engagement within teaching tasks when compared to their male counterparts.

Method

Participants

Data were collected using an incidental sampling. The sample consisted of 727 teachers of whom 436 were female and 291 male, with a mean age of 40.69 years ($SD = 9.47$). At the time of the study, all the teachers worked at primary and secondary public educational centres in 15 different autonomous regions of Spain. Four hundred and thirteen were primary teachers (males=131; females=282) and 314 secondary teachers (males=160; females=154). Teaching experience ranged

from one month to more than 40 years ($M=8.2$ years; $SD=10.08$ years).

Measures

The Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) consists of 22 items scored on a seven-point frequency scale from 0 (never) to 6 (daily) and composed of three dimensions: emotional exhaustion, depersonalization and personal accomplishment (Maslach & Jackson, 1986). We used the Spanish version of the MBI (Seisdedos, 1997).

The Utrecht Work Engagement Scale (UWES; Schaufeli et al., 2002) is a measure that comprises 15 items scored on a seven-point frequency scale from 0 (never) to 6 (daily) and grouped into three subscales that reflect the underlying dimensions of engagement, namely vigor, dedication and absorption. We used the well-validated Spanish version (Salanova, Schaufeli, Llorens, Peiró, & Grau, 2000).

Procedure

Several research assistants and senior undergraduate university students enrolled at the National University of Distance Education and the University of Málaga were instructed by a member of the research team on the purpose and the procedures of the study. They were given training in data collection, with specific instructions on

how to approach potential respondents. Later, they contacted different school centres and asked teachers whether they would be prepared to participate in a research study concerning job factors and well-being at work. A cover letter assured them of the confidentiality and anonymity of their responses. To further assure anonymity and confidentiality, no identifying information was requested from the respondents and no coding system linked the questionnaires to any names or addresses. Also, the free choice of participation was emphasized. All questionnaires were completed either at home and submitted to research assistants the following week or filled out in small groups under the supervision of a research assistant. All participants received extra credit or fulfilled a course requirement for their participation. After the study, the teachers were debriefed as to the study's design and purposes and thanked for participating.

Results

Descriptive analyses

Means, standard deviations and reliability of the different subscales used for the present sample are presented in Table 1. Also, Table 1 shows correlations computed separately for males (below the diagonal)

Table 1. Means, Standard Deviations, reliabilities (for total sample) and correlations between the variables of interest (males below the diagonal; females above).

	1	2	3	4	5	6
1. Emotional Exhaustion	--	.49**	-.41**	-.45**	-.43**	-.27**
2. Depersonalization	.50**	---	-.40**	-.36**	-.34**	-.28**
3. Personal Accomplishment	-.40**	-.43**	---	.46**	.49**	.42**
4. Vigor	-.45**	-.29**	.59**	---	.75**	.66**
5. Dedication	-.29**	-.18**	.53**	.76**	--	.65**
6. Absorption	-.19**	-.20**	.45**	.65**	.65**	---
M	4.96	4.93	4.68	2.12	.92	4.65
SD	.91	1.10	1.14	1.25	1.01	.92
Alpha	.89	.70	.83	.86	.90	.87

Note: * $p < .05$. ** $p < .01$

and females (above the diagonal). As expected, the data showed moderate and opposite correlations in the dimensions of burnout and engagement for both males and females. Emotional exhaustion and depersonalization were negatively associated with personal accomplishment and the three dimensions of engagement (ranging from -.18 to -.45). Moderate positive associations were also found in the personal accomplishment and engagement dimensions (ranging from .42 to .59).

Sex differences in burnout and engagement dimensions

Because most dependent variables did not meet the assumption of homoscedasticity due to differences in group sizes, non-parametric tests (Mann-Whitney tests) were used to assess the differences between sexes. To provide an estimate of the magnitude of differences by sex, we calculated effect size reported as Cohen's *d* (Cohen, 1988). Our results indicated that small sex differences were found in personal accomplishment, vigor, dedication and absorption (Cohen's *d* ranged from -.09 to -.12). Females scored higher on all these dimensions of engagement, while males showed

higher levels of depersonalization (see Table 2).

Level taught differences in burnout and engagement dimensions

Similarly, in order to investigate whether there were differences among teachers in burnout and engagement as a function of level taught, Mann-Whitney tests were performed using level taught (primary vs. secondary) as the independent variable and the dimensions of burnout and engagement as dependent variables. The results indicated that small differences were found for two of the three dimensions of burnout and in all subscales of engagement (Cohen's *d* ranged from -.12 to -.20). Specifically, secondary teachers reported higher levels of depersonalization and lower levels of personal accomplishment than their primary counterparts while primary teachers exhibited higher vigor, dedications and absorption than their secondary counterparts (see Table 3).

Finally, we explored the potential interaction between sex and level taught in burnout and work engagement dimensions. However, no statistically significant interaction was found (Wilks' $\lambda = .98$; $F(6, 661) = 1.35, p = .23$).

Table 2. Results Mann-Whitney tests: Reported differences in burnout and engagement between male and female teachers.

<i>Dimensions</i>	Female vs. Male Teachers						<i>Effect Size^a</i>
	Female		Male		Z	p	
	M	SD	M	SD			
Emotional Exhaustion	2.19	1.28	2.02	1.21	-1.70	.08	-.064
Depersonalization	.86	1.00	1.01	1.03	-2.81	.00**	-.105
Personal Accomplishment	.466	.91	4.63	.93	-.38	.70	-.014
Vigor	5.03	.87	4.86	.96	-2.57	.01*	-.096
Dedication	5.04	1.02	4.76	1.20	-3.42	.00**	-.128
Absorption	4.77	1.10	4.55	1.18	-2.94	.00**	-.110

Note: * $p < .05$; ** $p < .01$

^a Effect sizes reported as Cohen's *d*.

Table 3. Results of Mann-Whitney tests: Reported differences in burnout and engagement between primary and secondary teachers.

Dimensions	Primary vs. Secondary Teachers				Z	p	Effect Size <i>a</i>
	Primary		Secondary				
	M	SD	M	SD			
Emotional Exhaustion	2.09	1.27	2.16	1.12	-.87	.38	-.032
Depersonalization	.82	.97	1.05	1.05	-3.21	.01**	-.120
Personal Accomplishment	4.79	.81	4.46	1.01	-4.29	.00**	-.161
Vigor	5.06	.84	4.83	.98	-3.36	.00**	-.126
Dedication	5.14	.91	4.65	1.26	-5.43	.00**	-.203
Absorption	4.86	1.00	4.44	1.26	-4.57	.00**	-.171

Note: * $p < .05$; ** $p < .01$

^a Effect sizes reported as Cohen's *d*.

Discussion

The main objective of this study was to analyse the potential effect of sex and level taught on burnout and engagement in a relatively large sample of Spanish primary and secondary school teachers. Our study contributes to the teacher stress and burnout literature by replicating previous findings for background variables and burnout in Spanish teachers and providing new additional evidence for the role of sex and level taught as related to teachers' engagement differences.

Correlational analyses have confirmed that burnout and engagement are moderately negatively related in both males and females. Our study also provides some evidence suggesting that levels of burnout and engagement could be different depending on a teacher's sex and teaching level. In relation to sex differences, it was predicted that level of burnout and engagement dimensions might be significantly different for male and female teachers. Although the effect size was relatively small, the results of the analyses were in line with these hy-

potheses. Male teachers reported more depersonalized feelings toward students than females, as seen in previous studies (Byrne, 1991; Schwab et al., 1986). This finding is consistent with research into other helping professions (Maslach & Jackson, 1995). Although the difference was significant, the effect size possibly indicates that it might not be different in a practical sense. However, because the difference is statistically significant, further research should explore whether different organizational variables (e.g. student/teacher ratio, lack of social support, etc.) might predict higher depersonalization for males than for females. Because male teachers are more likely than females to use depersonalization as a coping strategy, they are at greater risk of experiencing detachment from their students. Consequently, male teachers might be less likely to be emotionally involved in academic tasks and so would show less energy and dedication towards teaching tasks and students. Female teachers tend to respond in a more caring and sensitive way than their male counterparts and thus experience less depersonalization. Similarly,

female teachers tend to be responsible for satisfying both the emotional and physical needs of students and, hence, are more likely than men to become emotionally involved with the problems of their students, parents and administrators. Our results are in accordance with this argument and findings reported by Maslach and Jackson (1985) that the female sex role prescribes nurturing and caring behaviour from women when dealing with people and their problems. These higher tendencies to become emotionally involved in caring for others might explain the higher levels of work engagement in women than in men, at least in occupations that require helping others. Similarly, teaching has been traditionally considered a female-dominated job (Greenglass & Burke, 1988), where females feel their work is important and are more satisfied by caring and teaching children and the young. It is therefore possible that sex differences in work engagement depend on whether the job is female or male dominated. For example, in other, more male-dominated jobs, such as management or business, work engagement might be higher in males. Future studies on work engagement and sex differences should take into account the gender-dominated job dimension.

With respect to differences in levels taught, and expanding upon previous findings regarding teacher burnout, secondary teachers showed a higher tendency to exhibit indifferent attitudes towards work and towards the people they dealt with (Anderson & Iwanicki, 1984; Russell et al., 1987). In a similar vein, primary teachers showed more frequent feelings of accomplishment in teaching than did secondary teachers, as found in previous studies (Schwab et al., 1986). Consistent with these results, we found that primary teachers had more energy while developing their teaching tasks (vigor), gaining a greater sense of significance from their teaching task (dedication)

and reporting that they were more highly immersed in their academic duties (absorption) than secondary teachers. These results suggest that levels of work engagement may differ depending on the teaching level, although effect size indicators indicate a relatively small influence.

The findings concerning the level taught differences in burnout and engagement may be attributed to a number of factors that should be taken into consideration for further research. For example, it might be that educators attracted to teaching in primary schools possess different attitudes towards the teaching process or are more vocationally orientated than those in secondary schools. On the other hand, it is possible that for secondary teachers, working with adolescents may be more stressful than working with younger students due to dealing with more students' misbehaviour, impoliteness and poor attitude toward school work (Phillips, Sen, & McNamee, 2007). Classes in high school are generally more heterogeneous and contain a larger number of students. As a result, it is possible that secondary teachers perceive more frequently that their teaching efforts are not worthwhile and experience more feelings of inequity and, consequently, more burnout or less engagement (Horn, Schaufeli, & Enzmann, 1999). Some research has also pointed to community expectations and parental pressure as among the most important stressors secondary teachers confront in their daily work (Tatar & Horenczyk, 2003), and possibly contributing factors to stress and burnout. Finally, future research should examine factors such as entry level expectations (e.g., subject/content versus student-centred orientation), the age of students (e.g. younger children versus preadolescents and adolescents) and student/teacher ratio, as related to these and other organizational, social and/or personal factors and how they are differentially implicated in levels of burn-

out/engagement for primary and secondary teachers (Maslach et al., 1997).

Some limitations of our work should be mentioned. Firstly, because we have not used a simple random sampling in our study, the results cannot confidently be generalized to the larger population and this might affect the generalizability of our findings. Stratified random sample designs would be recommended for further research. Secondly, we did not take into account other primary socio-demographic variables that might also be related to work engagement and burnout and should be controlled for. For example, we did not include marital status, professional status, size of school or number of students per class. Some of these variables have been shown to have an impact on teacher burnout (Kyriacou, 1987), although some studies have identified that sex and level taught, along with age, were the most predictive dimensions of burnout in teachers (Russell et al., 1987; Schwab & Iwanicki, 1982). Further research, including other possible precursors, would extend our study and help to expand the list of potential background or socio-demographic variables associated with new psychological constructs such as work engagement. Thirdly, only teachers working in primary and secondary schools were surveyed here; replication including other levels of teaching is necessary for generalizing the findings. It is possible that teaching conditions and other organizational characteristics differ in other levels taught from those presented in this study. Finally, although the average effect size for gender differences in work-related outcomes has been small, these findings are in consonance with a recent meta-analysis (Purvanova & Muros, 2010). According to this meta-analysis, small effects are practically noteworthy when translated into a percentage overlap statistic affecting a relatively important number of teachers (Purvanova & Muros, 2010).

Therefore, as suggested by Greenglass (1991), it might be more interesting to analyse the gender-related differences in precursors of burnout (and also engagement), instead of focusing on gender differences in these dimensions (Greenglass, 1991). The antecedents and consequences of burnout and engagement components, whilst perhaps more similar than different between males and females, might nevertheless produce different relationships in selected cases. Future research is necessary to examine this possibility. Gaining a better understanding of different antecedents for males and females might be salient to the conceptualization of teacher burnout and engagement and its subsequent treatment or promotion, respectively. The same reasoning might be stated for teachers working in different levels taught. Future research on antecedents would make it possible to determine whether profiles vary in different levels taught.

Despite these limitations, our study has important theoretical and practical implications. With respect to theoretical implications, although the burnout findings referring to gender and level taught have typically been found (Maslach et al., 2001), our results not only confirm previous findings, but also shed some light on the characteristics of teachers and teaching situations in which a low work engagement would be most likely to occur, not previously reported in literature. As far as we know this is the first study on teachers analysing the specific role of sex and level taught for work engagement. Overall, we believe the main contribution of our study is that it provides new evidence on the different patterns of burnout, and mainly engagement, experienced by males and females, in a sample of teachers of different teaching levels. Our research extends the list of teachers' work characteristics related in different ways to positive (i.e., engagement) and negative (i.e., burnout) organiza-

tional outcomes. In the field of teaching, sex should be considered as a primary background dimension that might have some influence on the levels of work engagement in teachers. Similarly, our study suggests that research on burnout/engagement should take into account the level taught as a relatively important job demand. In conclusion, the ways in which burnout and engagement dimensions are enacted in the teachers' workplace may be different depending on sex and level taught and merit further investigation in experimental and prospective research.

Finally, these findings also have important practical implications for the design of teachers' professional development programmes. In times when education reforms are being revised, our study should be considered as containing some important advances, albeit still partial, in the understanding of personal and professional variables more frequently associated with teachers' sense of engagement or work stress. Thus, our main objective has been to explore the potential profile of levels of engagement and burnout in a large sample of teachers depending on their sex and level taught. Since male and secondary teachers are more likely to experience lower levels of work engagement and more burnout,

future teacher intervention programmes should focus on promoting levels of personal well-being in that population most at risk. Our results call attention to the fact that psychologists must learn to recognize positive and negative work-related attitudes in different teaching levels and in both sexes and may require help and organizational support in dealing with burnout or increasing work engagement in educational settings.

Additionally, increasing levels of work engagement in teachers might be indirectly beneficial for students, contributing to a warmer and more supportive climate at school, and even resulting in increased student engagement (Klem & Connell, 2004). These possibilities suggest future avenues for work engagement research for developing more effective intervention programmes aimed at promoting both teachers' well-being and a positive climate for students in schools.

Artículo recibido: 03-01-2012 aceptado: 08-08-2012

References

- Anderson, M. B. G., & Iwanicki, E. F. (1984). Teacher motivation and its relationship to burnout. *Education Administration Quarterly*, 20, 109-132.
- Beer, J., & Beer, J. (1992). Burnout and stress, depression, and self-esteem of teachers. *Psychological Reports*, 71, 1331-1336.
- Burke, R. J., & Greenglass, E. R. (1989). The clients' role in psychological burnout in teachers and administrators. *Psychological Reports*, 64, 1299-1306.
- Byrne, B. M. (1999). The nomological network of teacher Burnout: A literature review and empirically validated model. In R. Vandenberghe & A. M. Huberman (Eds.), *Understanding and preventing teacher burnout* (pp. 15-37). New York: Cambridge University Press.
- Byrne, B. M. (1991). Burnout: Investigating the impact of background variables for elementary, intermediate, secondary and university educators. *Teaching and Teacher Education: An International Journal of Research*, 7, 197-209.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral*

- Sciences (2nd Edition)*. Hillsdale, NJ: Erlbaum.
- Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology, 86*, 499-512.
- Durán, A., Extremera, N., & Rey, L. (2004). Engagement and Burnout: Analysing their association patterns. *Psychological Reports, 94*, 1048-1050.
- Extremera, N., Durán, A., & Rey, L. (2005). La inteligencia emocional percibida y su influencia sobre la satisfacción vital, la felicidad subjetiva y el engagement en trabajadores de centros para personas con discapacidad intelectual. *Ansiedad y Estrés, 11*, 63-73.
- Extremera, N., Durán, A., & Rey, L. (2010). Recursos personales, síndrome de estar quemado por el trabajo y sintomatología asociada al estrés en docentes de enseñanza primaria y secundaria. *Ansiedad y Estrés, 16*, 47-60.
- Feldman, A. (1993). College students' views of male and female college teachers: Part II--Evidence from students' evaluations of their classroom teachers. *Research in Higher Education, 34*, 151-211.
- Gil-Monte, P. R., Peiró, J. M., & Valcárcel, P. (1996). Influencia de las variables de carácter sociodemográfico sobre el síndrome de burnout: un estudio en una muestra de profesionales de enfermería. *Revista de Psicología Social Aplicada, 6*, 43-63.
- Gil-Monte, P. R. (2002). Influencia del género sobre el proceso de desarrollo del síndrome de quemarse por el trabajo (burnout) en profesionales de enfermería. *Psicología em Estudo, 7*, 3-10.
- González-Roma, V., Schaufeli, W. B., Bakker, A. B., & Lloret, S. (2006). Burnout and engagement: Independent factors or opposite poles? *Journal of Vocational Behavior, 68*, 165-174.
- Greenglass, E. R. (1991). Burnout and gender, theoretical and organizational implications. *Canadian Psychology, 32*, 562-74.
- Greenglass, E., Burke, R. J., & Ondrack, M. (1990). A gender-role perspective of coping and burnout. *Applied Psychology: An International Review, 39*, 5-27.
- Greenglass, E. R., & Burke, R. J. (1988). Work and family precursors of burnout in teachers: Sex differences. *Sex Roles, 18*, 215-229.
- Guglielmi, S. R., & Tatrow, K. (1998). Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research, 68*, 61-91.
- Hakkanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*, 495-513.
- Horn, J. E., Schaufeli, W. B., & Enzmann, D. (1999). Teacher burnout and lack of reciprocity. *Journal of Applied Social Psychology, 29*, 91-108.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*, 262-273.
- Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research, 29*, 146-152.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*, 27-35.
- Langelaan, S., Bakker, A. B., Van Doornen, L. J. P., & Schaufeli, W. B. (2006). Burnout and work engagement: Do individual differences make a difference? *Personality and Individual Differences, 40*, 521-532.
- Maslach, C., & Jackson, S. (1986). *Maslach burnout inventory manual*. Palo Alto, CA: Consulting Psychologists (2nd edition).
- Maslach, C., & Jackson, S. E. (1985). The role of sex and family variables in burnout. *Sex Roles, 12*, 837-851.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1997). Maslach Burnout Inventory. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating stress: A book of resources* (pp. 191-218). Lanham, MD: The Scarecrow Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology, 52*, 397-422.
- Moreno-Jiménez, B., Corso de Zúñiga, S., Sanz-Vergel, A. I., Rodríguez-Muñoz, A., & Boada Pérez, M. (2010). El "Burnout" y el "Engagement" en profesores de Perú. Aplicación del modelo de demandas-recursos laborales. *Ansiedad y Estrés, 16*, 293-307.
- Ogus, E. D., Greenglass, E. R., & Burke, R. J. (1990). Gender role differences, work stress and depersonalization. *Journal of Social Behavior and Personality, 5*, 387-398.
- Oplatka, I. (2004). Women teachers' emotional commitment and involvement: A universal professional feature and educational policy. *Education and Society, 22*, 23-43.
- Phillips, S., Sen D., & McNamee, R. (2007). Prevalence and causes of self-reported work-related stress in head teachers. *Occupational Medicine, 57*, 367-376.
- Purvanova, R. K., & Muros, J. P. (2010). Gender differences in burnout: A meta-analysis. *Journal of Vocational Behavior, 77*, 168-185.

- Raya, A. F., Moriana, J. A., & Herruzo, J. (2010). Relación entre el síndrome de burnout y el patrón de conducta tipo A en profesores. *Ansiedad y Estrés, 16*, 61-70.
- Russell, D. W., Altmaier, E., & Velzen, D. V. (1987). Job-related stress, social support, and burnout among classroom teachers. *Journal of Applied Psychology, 72*, 269-274.
- Salanova, M., Schaufeli, W. B., Llorens, S., Peiró, J. M., & Grau, R. (2000). Desde el 'burnout' al 'engagement': una nueva perspectiva. *Revista de Psicología del Trabajo y de las Organizaciones, 16*, 117-134.
- Salanova, M., Bresó, E., & Schaufeli, W. B. (2005). Hacia un modelo espiral de la autoeficacia en el estudio del burnout y Engagement. *Ansiedad y Estrés, 11*, 215-231.
- Schaufeli, W. B., & Salanova, M. (2007). Work Engagement: An emerging psychological concept and its implications for organizations. In S.W. Gilliland, D.D. Steiner, & D. P. Skarlicki (Eds.), *Managing Social and Ethical Issues in Organizations* (pp. 135-177, Volume 5). Greenwich, CT: Information Age Publishers.
- Schaufeli, W., Salanova, M., González-Romá, V., & Bakker, A. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness Studies, 3*, 71-92.
- Schwab, R. L., & Iwanicki, E. F. (1982). Who are our burned out teachers? *Educational Research Quarterly, 7*, 5-16.
- Schwab, R. L., Jackson, S. E., & Schuler, R. A. (1986). Educator burnout: Sources and consequences. *Educational Research Journal, 20*, 14-30.
- Seisdedos, N. (1997). *Inventario "Burnout" de Maslach: MBI*. Madrid: TEA.
- Tatar, M. & Horenczyk, G. (2003). Diversity-related burnout among teachers. *Teaching and Teacher Education, 19*, 397-408.
- Van Horn, J. E., Schaufeli, W. B., Greenglass, E., & Burke, R. J. (1997). A Canadian-Dutch comparison of teachers' burnout. *Psychological Reports, 81*, 371-382.
- Vandenberghe, R., & Huberman, A. M. (1999). *Understanding and preventing teacher burnout*. Nueva York: Cambridge University Press.